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THE DEFECTS IN OUR HIGH SCHOOLS.

[Remarks of W. C. Collar in the High School section of the State Teachers' Association, October 22, 1869, on the question, "Are our High Schools what they should be?"]

MR. CHAIRMAN,—I have listened to Mr. Harrington's paper with a great deal of interest. I think he has made important suggestions, but I do not agree with him entirely as to the cause of that inferiority of our High Schools which I join him in deploring. Whenever a new institution of learning is to be established, the two primary and most important points are, to plan a scheme of studies, and to secure a corps of qualified instructors. These objects effected, the results of the working of the institution will depend in some degree upon methods of instruction. These three, I suppose, are the essential points: the choice and order of studies to be pursued, the selection of teachers, the methods of instruction to be adopted. But important as all are, they are not important in the same degree. A narrow or irrational curriculum will in some measure produce an unsymmetrical culture. Some faculties will not be likely to receive their proper stimulus or discipline, and some will be unduly quickened and exercised. Still the result will be determined in no small measure by the spirit of the student, and by the way in which he is taught to study. It sometimes seems to me not of great moment what one studies, if he only stud-

ies in the right way. For example, the opponents of classical education have always maintained with great earnestness that the principal mistake in making education exclusively literary is that it leaves the observing faculties untrained; and strange enough, so far as I know, this has never been answered. But I consider the Latin and Greek languages as the most valuable instruments for training these particular powers. How numberless and how interesting are the points to which the observation may be directed on a single page of a classic author! It is only the wooden method of our instruction in these tongues that ever furnished ground for such a charge.

I repeat that, considered with reference to culture, what a man studies is not of transcendent importance. Viewed in reference to the acquisition of knowledge, it claims more consideration. It is doubtless true that both a higher culture and more knowledge would be gained if the character and succession of studies could be made to correspond to the successive stages of mental evolution. Doubtless the mind at different periods of its growth craves and readily assimilates certain kinds of mental food. How best to supply that want is one of the perplexing problems of education, — perplexing from its intrinsic difficulty, and from the diversity of opinions among the learned and the wise. It will require a long period of patient reflection, observation, and experiment before a solution can be hoped for. But fortunately in this matter it seems now possible to avoid making great mistakes.

If we compare the schools of Germany, France, England, and America, the marked differences that strike us in the results produced cannot, I think, be attributed in any large measure to differences in plans of study. There are, it is true, many differences of detail, but a general correspondence obtains in the most important respects. On the other hand a very great difference in studies does not produce, so far as I am able to discern, any extraordinary diversity of power and culture. The education of the young Greek of the age of Pericles, and that of the young Englishman of the age of Elizabeth, were very unlike; but they seem to have been equally fitted to form the intellect and mould the character.

I have said that the question *what* studies are pursued is less

important than *how one studies*. But when we consider the community, that is the school or college, rather than the individual, this question in turn sinks into insignificance in comparison with that other which concerns the character and attainments of the teacher. A perfect scheme or programme of studies goes but a little way towards making a school. A perfect theory of instruction will do but little. The teacher after all makes the school. The teacher is the school; and a good school should not be taken to mean a good building, good text-books, good apparatus, a good theory; but earnest, able, efficient instructors. Therefore I conclude that whatever defects in our High Schools we see and lament are due, not to these externals, but to some fault in ourselves, the teachers. Shall I be pardoned if I go a step further, and point out in what I suspect we are wanting? I believe we are wanting in knowledge, in enthusiasm, and in devotion.

First, knowledge. To teach with power the fullest knowledge is an absolute prerequisite. The subject must be *mastered*. For the teacher above all, "a little knowledge is a dangerous thing"; nay, it is almost a fatal thing,—dangerous for his pupils as well as himself, if he does not know it *is* little; and well nigh fatal to his efficiency, if he does know it. For conscious ignorance benumbs the faculties, chills all ardor, represses all enthusiasm, and begets feebleness, awkwardness, and embarrassment. It shrivels the soul, and fetters the tongue. It cramps and confines, it seals up the sources of inspiration, and takes the very life and spirit away.

"Of course," it may be said, "it is the merest truism to assert that the teacher must understand what he professes to teach." But I affirm with the emphasis of profound conviction that very much more than that is necessary. The subject must be worked out by patient, protracted, original research. It must penetrate and permeate the mind; it must be wrought into its very fibre. Then, and not till then, can knowledge be freely and spontaneously reproduced. This is the first fundamental condition of really effective, successful teaching, and in just this respect, in my opinion, is the cause of failure most frequently to be sought.

I say perfect knowledge of what one has to teach is the first

condition of success. But I am reminded that I may be using the word "success," in a sense different from what it bears to some minds. Shall I err if I say that the popular type of a successful teacher is he who can insert the greatest number of facts in the memories of his pupils in the shortest time? If this is the true test, I should be unable to maintain my position; for in that case there would not be any apparent necessity for the mastery of any subject whatsoever.

If this were so, certainly a capacity for being *crammed* would be the first requisite. It is indeed the office of the instructor to impart knowledge; but if this were his whole or chief duty, his work would be far less onerous and far less responsible than it is. No, this is not the main purpose. The teacher must above all *quicken and energize* the mind of his pupil, and he who best succeeds in this is to be accounted the most successful teacher.

But to do this knowledge alone is not enough. It must be warmed and irradiated by enthusiasm. This is the one instrument of unequalled power. This fills up depths and levels heights of difficulty; it makes the hard look easy, and the ugly beautiful. All hearts do homage to its power, but the young especially are led by its irresistible charm. Hence it is that for the teacher no source of influence is so potent for good; it seems almost the only unfailing stimulus. How shall I make learning and culture seem good and lovely to my pupil, except by showing that they are good and lovely to me? How shall I enkindle his mind, except by the enkindling of my own? How shall I inspire him, unless I am myself inspired? If my word, and look, and tone, and gesture animate and beckon him on, he will follow hopefully, and eagerly, and delightedly. He will rejoice in the exercise of powers that he never dreamed he possessed. He will awaken to new life and energy.

But this is not all. There is need of increased devotion. We must believe in the dignity and value of our vocation, however the public esteems it. We must give ourselves to it without stint, however poor the recompense that men bestow. But of how many of us is this true? How many young men who enter upon the business of teaching will admit that they have any intention of



making it their lifework? How many teachers are there, who have not passed forty, who are not accustomed to speak of teaching as a temporary employment, well enough till a man can find something more lucrative or more honorable? It is true there is much to dishearten. The teacher seems to me to have no recognized place in society. He is not counted or felt as a force outside of the school-room. He is generally praised and pitied.

Often the rich man, whose son he instructs, deems the service he performs for him somewhat inferior to that of the man who grooms his horse. This however ought not to disturb a rational mind. We may amuse ourselves, if we please, by recalling the saying of Carlyle. Speaking of his fellow-countrymen, he says, "We are about twenty-seven millions, *mostly fools*." We might show the rich that they could learn something from an old pagan who lived nearly two thousand years ago, I mean Marcus Aurelius Antoninus, who, in enumerating the chief blessings of life, thanks the gods that he had good instructors in his youth, and that he had learned that *in such things a man should spend liberally*. No, the nineteenth century has not learned to spend liberally upon its teachers. Its view seems rather to be that of the shrewd town-clerk, of whom Carlyle relates, that when he was assisting in founding a seminary, and the question was raised, "How shall the teachers be maintained?" delivered this brief counsel, "— them, keep them poor." You remember perhaps the great Wolfe's advice to teachers: "Be always in good health, and *know how to fast courageously*."

The public perhaps thinks that a low diet is essential to clearness and activity of brain, and that the teacher must be secured by poverty against temptations to self-indulgence by luxurious surroundings. Or its idea may be akin to that which seems to prevail in my own native State of Connecticut, with reference to clergymen, where the salaries, I think, average about five hundred dollars per annum. The theory seems to be that as the minister is working for the Lord, he must look to the Lord for his pay. I am not speaking at random. To convince you of this, it will be sufficient for me to mention one fact. The president of Harvard College receives \$3,000 a year (about half the salary of a sub-master at Eton) and

the chief cook at the Parker House \$4,000. I admit that the wretchedly insufficient salaries of teachers are a discouragement; but if any gentleman is disposed to make this an excuse for a superficial performance of his work, and for the absence of all effort for self-culture, let him by all means abandon the profession and qualify himself for a cook.

It rests with teachers to determine whether their vocation shall be paid and respected as it should be, or not. It rests with teachers to exalt and dignify their profession by increased knowledge, enthusiasm, and devotion.

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### THE NORMAL SUPERVISION OF SCHOOLS.

DR. HART'S "In the School-room" has an article devoted to the practice-teaching of pupils under his charge, subject to his guidance and criticism, as the Head of the Institution. Is it not desirable and necessary that something similar to this Supervision of Normal Schools, which looks toward making experienced teachers of those who have had no independent experience, should be adopted and practised in the cases of those novices in the art who have not had the advantages or opportunities of professional training? It is such oversight, which we have ventured to name by the above title.

Judging of the whole State of Massachusetts by one of its large towns, not more than one in five of the teachers are Normal Graduates. Of these unprofessionally educated, probably four-fifths have had not more than two years' experience. Nearly all of these teachers are young ladies, who have entered upon the work of instruction after pursuing in full or in part a High School course, and who, as a whole, design to continue in the work only during that *ad interim* period which must needs transpire between getting an education and getting married. Now, if it is deemed needful that a Normalite should spend two years under the eyes of the best educators of the country before he is considered competent to engage in instruction, must we not

regard the two years that many of our young persons teach, as a very imperfect substitute for Normal training; and then record the lamentable fact that, after these months of spoiling or indifferently cultivating the minds of children, just when they are fitted tolerably for the work, they die to the profession. To save them, not from this death, for that is impossible, but from "keeping school" merely, when they ought to be educating the children under their charge, they require an oversight which shall make the period for spoiling their work as brief as possible, and such an oversight is far different from what most of them now receive. For who are the persons that supervise the labor and progress, and general character of their schools? Even admitting that they are the best qualified of the intelligent citizens of the town or city, are there not many things which tend to render, and commonly do render, them incompetent to judge of just what the school should be and should do? Let them, if you please, be the clergyman, the lawyer, and the doctor of the place. These gentlemen, in attending to their official duties, will be able to give to them only those remnants of time which they can secure from their professional occupations; they will, therefore, be generally unable to spend any extended length of time even with those teachers who need their guidance and suggestions the most; they will be apt to have the ideas which were prevalent in their own school days, and either think that everything is wrong which differs from them, or which agrees with them, according to the success which school methods had in their own culture; they will tend to do (I do not say they will do, for some are efficient),—they will *tend* to do their work in an indifferent, a bigoted, or a slipshod manner, and this not because they mean to be unserviceable, but because their minds are necessarily directed in other channels. That such persons may be and ought to be connected with the educational affairs of a community arises from the fact that every one should be interested, that a few must represent the many, and that the material wants of the teachers and scholars must be met by action on the part of those who will be apt to present this side of the matter more in accordance with the desire and condition of the people than professional educators might be inclined or competent to do.

Now, the immediate supervisors of schools ought to be devoted entirely to the work of education. They should make it their study, in its greater and lesser matters. Nothing should be too minute to escape their notice, nothing too vast to be carefully investigated. Their primary work should be with the schools under their immediate charge; and subordinate to this, the methods adopted in other schools the world over should be made to contribute to the efficiency of their own. A man might be so *great* an educator as to be quite unserviceable in the apparently minor things of his office, and succeed better as a compiler of statistics or promulgator of untried theories than in developing a young and inexperienced teacher, or advising about a suitable programme of studies. He should compile such statistics as will conduce to the great end of education; but an extended array of tabulated statements may only show that the writer is "good at figures," and his self-imposed and arduous task may be lost labor.

To be a supervisor requires a completely educated man, with good common sense. Unless he have an education in those branches which are taught, and superior to the portions of them taught, he cannot judge of the best matter or the best manner of teaching. Unless his education be larger than this, he will be unable to see the bearing of any study upon a complete culture. Unless he have good common sense, he will be apt to think that no ideas at variance with his own can be correct; that no methods unlike his ought to be pursued, and that an exhibition of authority and superiority is essential to the dignity and character of his office.

The field of a superintendent's labor ought to be large enough to demand his energetic action continually, and not so large that any portion of it would be neglected. In a city of large territory or great population, several might be requisite; while in a sparsely populated region, one would suffice for a county, — the one-pervading question being, How and how often can this superior culture in educational matters be brought to bear upon each school most successfully?

It is due the profession, for profession it certainly is, that a member of it, when entering and while continuing in it, should be submitted to only such ordeals as the clergyman passes. While the



parish consider the matter of salary and meeting-house, one or more of his own profession tests his fitness for the sacred calling, criticises his early efforts, and suggests means for professional improvement.

Unless a sense of professional dignity be aroused and maintained, there are reasons to fear that persons of self-respect will not long continue in a pursuit into which they are inducted, and in which they are governed by some who are not qualified to engage in the same work; yet such is the course to which the teacher is subjected. The necessity of an educator at the head of an educational system being clear, and his qualifications adequate, the question arises, In what manner shall he do his office? Briefly, to secure the greatest efficiency on the part of the teacher, and the best culture for the pupils.

It is in these things that the closest inspection is requisite. Let such an individual visit a school. On approaching the house, he observes the least inappropriateness of its surroundings; nothing out of repair or unkept escapes his notice. Within, he exercises the same vigilance. It is quite possible that the teacher from being accustomed to seeing such things as they are does not see that they are not as they should be; hence the supervisor notifies him of what he can remedy, and suggests that he inform the School Committee of what they should improve.

In these respects, he can accomplish a work in practice, which the normal principal can only present in theory, or exhibit to pupils (not yet teachers) in the neatness and harmony of his own establishment.

But these things are exterior to the direct and essential labors of the teacher, and had much better be never noticed than be raised to such prominence that the teacher and pupils are more thoughtful and concerned about them than about culture. The "right man in the right place," as supervisor, be he superintendent or committee, will be tender of the feelings of the teacher, and, while criticising the work in such a manner as will lead to improvement, will do so without belittling the teacher in the eyes of the pupils, or discouraging him from effort. A teacher, justly deserving such comment, ought not to become indignant or depressed

on privately receiving, orally or by note, kindly meant words similar to those used by Dr. Hart,—not privately, as we here suggest, but publicly before his assembled classes.

"Miss —— gave the C class (in the Model School) a lesson in Elocution. She failed in teaching.

"The pupils read badly, and many errors were made, but there were no criticisms.

"The lady spoke in a very low tone, and seemed to be afraid of the class. She did not read a single line for her pupils. Reading cannot be taught properly by arbitrary rules, the voice of the living teacher is indispensable. Teaching average, 65."

"Miss — gave the D class a lesson in history. She is one of the best teachers in her class. She is sprightly, animated, and critical. The lesson was well taught; a map having been neatly drawn on the board, the teacher required the most important places to be pointed out upon it. Teaching average, 100."

One of the most successful teachers in this State had, for her first school, a very difficult one. With some men in charge of it, she would have completely failed; but the physician who was local committee was a judicious, sensible, well-educated man, with considerable leisure. At the beginning of the term, he was present nearly every day. He took notes of everything which did not come up to his standard of excellence. He gave a copy of his notes to the teacher, and retained one for himself. At each visit, he looked over his list, and cancelled the record of those defects which had been remedied. In less than one month, the teacher's watchfulness for anything which could detract from the real merits of the school was as keen as the doctor's; and in that brief time he had saved her to the profession, and made her self-confident and efficient. Shortly after, the physician's years of service were out, and he declined to stand again, because his own professional duties had so increased as to require all his time. Nothing further need be said. One such instance is argument enough for normal or normal-like supervision, and because it is impossible to secure close, kindly and continued oversight from those outside the ranks of educators, as well as from a due regard for professional *esprit du corps*, there should be placed over our

schools persons of culture, who are devoting their life to the cause.

N. E. W.

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### HAVE WE A GRAMMAR OF THE ENGLISH LANGUAGE?

"HAVE we a Grammar of the English Language?" seems to be a superfluous question to any one who has tried to read Gould Brown's huge monument to a schoolmaster's patience, *The Grammar of English Grammars*, and examine to some degree of thoroughness the five hundred treatises on the English language now in existence. Still, distinguished foreign professors insist we have no grammar. It is fruitless to discuss the merits of the excellent text-books in use everywhere; their number and diversity of plan prove, in the judgment of some, that we have no grammar of our language. Since grammar and rhetoric are two important helps to the study of our literature, it is of the highest consequence that they be clearly defined, and take a form giving them the greatest educational utility. Omitting for the present rhetoric, we ask, has this been done for the grammar of our language? If so, who will say by whom? The results obtained by long and painful study of grammar in our schools are such as to demand, on the part of all interested in education, an immediate and searching inquiry into the true cause or causes of their meagreness; so little reward for so great labor is discouraging both to pupil and teacher. The blame that attaches to the teacher might, in one or two terms, be pretty accurately ascertained *by forbidding the use of any text-book on grammar in the class*, have it taught orally, and have the same examination submitted to all classes of the same grade and age at the end of each term; by the end of the third term, certainly the fourth, this part of the mystery would be almost mathematically determined. It is an experiment well worth the trial, in our judgment. There could be no loss to the pupils, for the extra effort of the teacher would awaken a new enthusiasm in the great majority; teaching ability would be discovered, as well as the want of it, and all teachers would receive by such a course an impetus in the direction of self-improvement

that would be felt in all the subjects taught by them. I can imagine nothing in this direction, the study of grammar, that would so benefit the pockets of the people and the brains of pupil and teacher. Will Boston, and other cities with graded schools, make the experiment? There can be no loss, only gain, so great is the loss now in time and ambition. The excellent superintendent of the public schools of Boston, in his last semi-annual report, which every teacher should read, shows very clearly that with his large experience and keen insight into the defects of our school-work, his patience cannot endure forever with the great waste of time on arithmetic as well as grammar. And instead of theorizing simply upon teaching a branch of great difficulty, of which theorizing we have more than enough everywhere, with great practical good sense he shows *how the thing may be done* with accuracy and brevity; we cannot have too many of such reports. If any one thinks it an easy matter to write out model lessons, let him try it, and besides benefiting others, he will be sure to be benefited himself. What Mr. Philbrick is anxious to do in arithmetic is of first importance to be done in grammar. Let the experiment of teaching without a text-book in the hands of the pupil with quarterly examinations, be tried, and by the end of the year, we should be able to furnish specimens of *class-work* in grammar of more value than all the lectures and theories yet given upon the subject.

If the plan here proposed to reform the methods of teaching and studying grammar does not seem practicable, or, for other reason, efficient, let other plans be proposed; for that reform is needed, no one will deny.

The French Academy of Sciences and Bureau of Instruction do something, as responsible, organized forces, for the instruction of the French people. We have no such active forces. We have much done for knowledge, little for instruction. What we need, rather, is the organization of the now scattered forces, which are sufficiently abundant, as our ingenuity in other things proves, of the *teaching power* of the country. Let the Board of Education Academy of Sciences, and Teachers' Association concentrate their forces, individually and unitedly, and in the exercise of their



best judgment bring to bear upon the different subjects of instruction the best available forces they can each, as an independent body, command; and furnish to the public, with the seal of their indorsement, the best possible treatise upon each of the different branches taught. Text-books, with such authority, would be of value. Education demands it. Economy demands it. It is a shame, a reflection upon our judgment and integrity, that a poor man can hardly move from one district to another, with his half dozen children, without the tax of buying new school-books, before the ones they have are hardly begun. So that the education of some is simply the beginning of several different text-books. This evil is not so great in our cities, but it exists there. However great the importance of competition in book-making, it is also true that the best qualified talent will not enter into it. Let the powers mentioned above be induced to enter the lists as competitors, and higher *individual* products would result. We should soon have a grammar of the English language, of which we will write next time.

H.

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ENGLAND ONCE CONTINENTAL.

APROPPOS to the completion of the Suez Canal, and the contemplated one at the Isthmus of Panama, Dr. Page, in his "Chips and Chapters for Geologists," has presented a forgotten chapter from Verstegan's "Restitution of Decayed Intelligence in Antiquities, concerning the most noble and renowned English Nation," which is entitled, "the Ile of Britaine, sometime continent with Gallia." The date of the old work is 1605. The chapter is quite lengthy," and will be very interesting to those who are students in physical geography or geology, showing them that the very arguments used to-day were used long before these sciences were known. Of these proofs we will first give one that is now familiar, choosing it for its quaintness and its concise logic.

"The first appearance to moue likelihood of this thing is the neerness of land betweene England and France (to vse the moderne names of both countries) that is, from the cliffs of Dover vnto

the like cliffs lying betweene Calis and Bullin." "These cliffs on either side the sea, lying iust opposite the one vnto the other; both of one substance; that is, of chalke and flint; the sides of both towards the sea, plainely appearing to bee broken off from some more of the same stuffe or matter, that it hath sometime by nature been fastned vnto; the length of the said cliffs along the sea shore being one side answerable in Effect, to the length of the verie like on the other side, and the distance between both, as some skilfull saylers report, not exceeding 24 English miles; are all great arguments to prooue a coniunction in time long past, to haue beene betweene these two countries; whereby men did passe on drie land from the one vnto the other, as it were ouer a bridge or Isthmus of land, being altogether of chalke and flint, and containing in length about the number of miles before specified, and in bredth some sixe English miles or there abouts, whereby our countrie was then no Iland but Peninsula being thus fixed vnto the maine continent of the world." "It is further to be noted, that in our ancient language the cut off or broken mountaines on the sea sides, are more rightly and properly called cliffs, then by the name of rocks or hills; that appellation being more fitting vnto the inland mountaines; but the name of cleft coming from our verbe to cleaue, is vnto these more aptly giuen, for that they seem vnto our vieu as cleft or clouen from the part that sometime belonged vnto them."

The writer then proves that the Netherlands from their low, level and sandy soils must have formerly been under water and that for a longer period than during the flood, because of the innumerable shells there found. The way in which they became dry land was by the breaking through of the Isthmus between England and France, and the flow of water into the "most huge Westerne Ocean."

"That the Sea on the West side of the said Isthmos was lower then the sea on the East side thereof, is besides this great worke thereby wrought, to be iudged by the sundry flats and shallows on the East side, as well on the coast of England as of Flanders. And contrariwise on the West side, no such flats at all to bee found, whereby may well be gathered that as the Land vnder the Sea remaineth on the one side lower than on the other, so accordingly did the Sea also. It is moreover to bee iudged by the very

present course of the Sea: for it is obserued that the current of the water is more swift downe the channell towards the West, then from the West unto the East; old shippers of the Netherlands affirming, that they haue often noted the Voyage from Holland to Spaine to be shorter by day and a halfe sayling, then the voyage from Spaine to Holland. That the seas are different in height one from the other, euen in places where they haue but narrow separations of Land betweene them, is very manifest, for heretofore at such time as some of the Kings of Egypt went about by cutting the separation of land which is betweene the Red-Sea and Mare Mediterranean or the Midland sea, to bring them both into one, it was found by the water-leuel, that the Red-sea was much higher than the Mediterranean sea, and beeing but shallow in diuers places, it was feared it would in those places not haue bin nauigable, but rather that people might haue passed through it on foot, and for this and other inconueniences which might haue ensued, it was left vndone. Moreover it hath also bin found that the sea on the West side of America, is higher then the Atlanticke sea which lieth on the East side, so as if it had so bin that the Isthmos of land might haue bin cut through, that passage there might haue been made into the Pacifike sea, without sailing so farre about as by the straights of Magellan yet would some other great inconueniences haue grown through the inequalitye of the heighths of these two seas."

"Another reason there is that this separation hath bin made since the flood, which is also very considerable, & that is, that the Patriarch Noe hauing had with him in the Arke all sortes of beasts (all else besides throughout the whole world beeing destroyed) these then after the flood beeing put foorth of the Arke to encrease and multiply, did afterward in time disperse themselves ouer all partes of the continent or maine land, but long after it could not bee before the rauinous wolfe had made his kind nature knowne vnto man, and therefore no man unlesse hee were mad, would euer transporte of that race for the goodnes of the breed, out of the continent into any Iles. But our Ile as is aforesayd, continuing since the flood fastned by Nature vnto the great continent these wicked beasts did of themselues pass ouer."

"But now whether the breach of this our Isthmos, were caused by some great Earthquake, whereby the sea first breaking through, might afterward by little and little enlarge her passage, or whether it were cut by the labour of man in regard of commoditie of passage, or whether the inhabitants of the one side or the other by occasion of war did cut it: must needs remain altogether uncertain: but that our Ile hath bin continent with France and that since the deluge hath here bin shewed by euident reasons and markeable demonstrations."

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## FIRST LESSONS IN NUMBERS.

[Extract from the Nineteenth Semi-Annual Report of JOHN D. PHILBRICK, Superintendent of Public Schools of the City of Boston.]

IN the first stages of instruction, much pains should be taken to enable the pupils to obtain clear and distinct ideas of numbers by associating their names with visible objects. Teachers often commence with the names of numbers, without reference to sensible objects, and then proceed at once to the tables in addition, subtraction, multiplication, and division, which the pupils are required to repeat by rote. This method is eminently preposterous. It is a good illustration of "how not to do it." It is much better to teach the pupils first to count real objects, and then make computations upon them, before perplexing them with abstract conceptions. When children have been made familiar with the perception of numbers, as presented in the various objects around them, the next step is to make them acquainted with the increase of numbers by unity; and then follows the comparison of numbers with respect to their value or magnitude. In developing the first ideas of numbers, the skilful teacher would proceed somewhat in the following manner:

I hold up one pencil.

Say, one pencil.

You see in my hand one book.

Hold up one hand, one finger.

I will make one mark on the board.



Say, one mark.

Make one mark on your slates.

You see in this hand one pencil, and in this one pencil.

One pencil and one pencil are two pencils.

Say, one pencil and one pencil are two pencils.

Hold up two hands; two fingers.

Say, one hand and one hand are two hands.

How many books do I hold up?

Two books.

I make on the board one mark and one mark. How many marks have I made?

Two marks.

I erase one of the marks. How many remain?

One mark.

Make two marks on your slates.

Here are two pencils and one pencil.

Two pencils and one pencil are three pencils.

Say, two pencils and one pencil are three pencils.

Hold up three fingers, two fingers, one finger.

See how many marks I make on the board.

Three marks.

Jane may come, and make three marks.

Make three marks on your slates.

The above is not presented as a pattern to be followed literally, but as an imperfect illustration of what is meant by developing elementary ideas of numbers.

If the children have been taught the first lessons in drawing they may be directed to make *straight lines* in different directions, instead of being merely requested to make *marks* without regard to their character. *Thus, in every lesson so far as possible bring into use what has been previously learned.* Having pursued this mode of teaching till the pupils are acquainted with the application of numbers to objects as far as ten, the *Numeral Frame* may be brought into use, and from this point it should be *constantly used* during the whole primary course of arithmetical instruction. No teacher who has once learned its great value as a piece of apparatus will cease to use it.

There are different descriptions of this piece of apparatus. For instruction in the lowest classes, it is desirable that it should contain *ten* wires, and that each wire should have *ten* balls; black and white should alternate.

When the pupils have acquired distinct ideas of numbers as far as a hundred, a knowledge of their names, and the ability to count readily, they are prepared to learn the signs of numbers or figures.

As before, the *names* of numbers have been all along associated with *sensible objects*; now the *signs* should in like manner be taught in connection with *real things*, only one sign or figure being presented at a time.

I imagine that a model teacher would proceed to teach her pupils [if she has the fourth class] to write numbers in a way not very different from the following:

You see in my hand one pencil.

I will make the *figure* that stands for one.

Make the figure on your slates.

When I point to it [on the board], say *figure one*.

How many balls?

Two balls.

Yes. You see this figure; it stands for two.

Make it on your slates.

[Pointing to the tablet of numbers.] You see the figures on this tablet. Who will come and point out figure one? two?

How many straight lines on the board?

Three straight lines.

Make the same on your slates.

Now we make the figure that stands for three.

You may make it on your slates.

Thus proceed to nine.

It would be found best, probably, to extend the training indicated above over three or four lessons, multiplying the illustrations.

Arrange marks and figures on the board as follows:

	.	.	.	.	.	.	.	.	.	1
	.	.	.	.	.	.	.	.	.	2
	.	.	.	.	.	.	.	.	.	3
	.	.	.	.	.	.	.	.	.	4
	.	.	.	.	.	.	.	.	.	5
	.	.	.	.	.	.	.	.	.	6
	.	.	.	.	.	.	.	.	.	7
	.	.	.	.	.	.	.	.	.	8
	.	.	.	.	.	.	.	.	.	9

Pointing to a row of marks ask, How many marks?

Then point to the figure opposite, and ask, What figure?

It is, of course, a very simple thing to teach the writing of numbers up to nine.

Let us see now how to teach the writing of numbers above nine in an intelligent way, by the aid of the Numeral Frame.

How many balls on this wire?

Ten balls.

That is, here is *once ten*, pointing to the row of balls on one wire.

I will now write the *figures* for ten.

You see I write the figure one, and then put the zero on the right of it, to show that the figure one is to stand for *once ten balls*, and not for *one single ball*.

You may count ten.

Make ten horizontal straight marks on your slates.

What figures stand for ten?

Figure one and zero on the right of it.

Hold up the right hand.

How many balls on this wire?

Ten balls.

And how many on this?

Ten balls.

How many on both?

Twenty balls [this had been previously well learned in the counting exercises].

Twenty are how many tens?

Twenty are two tens.

I will make the figures for twenty. I make the figure two, and then put a zero at the right of it, to show that the figure two stands for *two tens*, or *twice ten balls*, and *not for two balls*.

What stands for twenty?

The figure two, and a zero at the right of it.

What does the figure two stand for when there is a zero at the right of it?

The figure two stands for two tens, or twenty, when it has a zero at the right of it.

How many are twice ten?

Twice ten are twenty.

So proceed with the *tens* up to a hundred. Thus it is seen that the writing of *tens* by the help of the Numeral Frame is a very simple process. The child easily comprehends that a figure with a zero at the right of it does not stand for so many *units*, but so many *tens*, or the balls on so many wires. Only one more step is necessary in order to understand fully how to write all numbers below a hundred. Let us see how the pupils may be led to take this step.

How many balls on this wire?

Ten balls.

What figures stand for ten?

The figure one with a zero at the right of it.

Here are ten balls on this wire, and I pass out one on the next wire.

Ten and one are how many?

Ten and one are eleven.

I will write the figures for ten and one, or eleven.

I write the figure one for once ten balls, and the figure one at the right of it for one ball.

What figures stand for eleven?

The figure one, and the figure one on the right of it.

What does this figure stand for?

It stands for once ten.

And this?

It stands for one.

How many are ten and one?



Ten and one are eleven.

Write the figures for eleven.

I now pass out *two* balls on the second wire. The balls on the first wire and two more are how many?

Count, *ten, eleven, twelve.*

Ten balls and two balls are twelve balls.

I will make the figures for ten and two, or twelve. I make the figure one for the ten, and then put the figure two at the right for the two.

Write the figures for twelve.

Thus proceed to one hundred. While learning by this method the Arabic notation of numbers to one hundred, much knowledge of numbers will be incidentally acquired. Besides, it cannot fail to be interesting, because it can be understood.

It is important that the tables in addition, subtraction, multiplication and division should be thoroughly committed to memory, so that the results of the operations which they involve may be given without stopping to make the calculation. But the minds of the pupils should be *prepared* for this at each step by numerous exercises in calculation upon *sensible objects*, and upon *practical questions*, such as are found in the text of the primary arithmetic.

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## TEACH SUBJECTS AND AWAKEN THOUGHTS.

[From the Annual Report of the School Committee of Providence.]

THERE can be no equality in our schools so long as teachers differ so widely in talent, in attainment, in spirit, in methods, in energy, in devotion, in government, and in professional skill. Teachers must and should differ in methods of teaching and influencing children. To this there can be no objection, provided their methods are right in themselves, and tend to secure the end to be accomplished. That teacher is censurable, who, with the means at command, falls into a thoughtless routine, and contents himself with simply keeping school, hearing lessons, and dismissing. Any

## 22    TEACH SUBJECTS AND AWAKEN THOUGHTS.

lack of earnestness on the part of the teacher is instantly felt throughout the whole school. He who would attract the attention of children must present something to command attention; he must awaken curiosity, and then promptly satisfy the cravings of excited interest. In this respect there is a wide difference among our teachers. That teacher is not eminently qualified for the work who cannot, on occasion, stand before a class, without text-book or notes, and discuss in a clear and consecutive manner any of the topics that are to occupy the attention of the children. Such is not the habit of some of our teachers. Too often do they sit inactively at the desk, content to put, in consecutive order, the questions of the text-book, and receive from the children the abstract answers which follow,—making here and there, if need be, a verbal correction. It is no wonder that such a school falls into a thoughtless way of reading, studying, and reciting. Exclusively oral instruction is undesirable, and equally so is an exclusive use of the text-book. A proper mixture of the two is the true desideratum. A teacher who cannot stand before a class with a bit of linen cloth, and trace its history back through the several processes, from its present state to the sowing of the flax-seed eliciting all the children's knowledge upon the subject as he goes, is not in command of an awakened school. We have those who teach subjects rather than books, and who use books in order to teach subjects; and, it is to be feared, those who teach books and not subjects,—words and not thoughts. Hence the great disparity so often observed in our classes in geography. Let any one who desires a confirmation of these statements enter some of our Grammar or Intermediate Schools at any hour, and call for a class in geography. He will see the whole class, without book, or question, or hint from the teacher, produce in outline upon the black-boards well proportioned maps of any country whose geography they have studied, and that with a promptness truly surprising; and at the call of the teacher, or otherwise, these outlines will be filled with accurate locations of the principal rivers, mountains, lakes, towns, and other prominent features. All this is done with such a promptness and accuracy as to show that the pupils are relying upon their own conceptions

of these features, and not upon the statements of any text-book. Let him pass from this to another, where the teacher has not acquired experience and skill, or has no power to teach independently of the book, or is not animated with the true spirit of the teacher, and he will find a class going through the process of reciting from memory the verbal answers appended to a set of text-book questions, — a kind of exercise which may go on for weeks with scarcely a conception of magnitude, form, relative position, or locality. And yet, with industry and perseverance, a class may be made to repeat whole pages with fluency and accuracy. So far as language can indicate it, the pupil may *seem* to understand geography. Indeed, a cursory examination may secure for such a teacher the customary report, — “in a satisfactory condition.” Yet this school never thrives. It lacks animation, and the reason is obvious. There *ought* to be a wide disparity between this and the former school.

In no study is this difference more striking than in the ordinary reading lessons. The best teachers, as well as the poorest, must go through the mechanical process of teaching the children to pronounce the words from their printed forms. While the whole attention is given to this, one word is as good as another. No idea is necessarily associated with it. Unless great pains are taken, the children will fall into a settled habit of pronouncing words without attaching to them any thought whatever. Reading thus becomes monotonous and lifeless. In the hands of an unskilful teacher, it remains so. The only steps towards an improvement consist in the enforcement of certain rules for the articulation of the syllables, or the pitch and modulation of the voice. Far otherwise is it with one whose motto it is, to “Teach subjects and awaken thoughts.” The lesson is never left until the scene depicted is spread before the eye of the mind, and the entire mental picture is realized. In possession of this, the child reads in those natural tones of voice which express his own thoughts and feelings. The same difference of method prevails in every study, and hence the great disparity so often reported by our superintendent.

## Editor's Department.

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### SALUTATORY.

TO WHOM IT MAY CONCERN: — Sandwiched between two able men, I have performed during the past two years a part of the duties pertaining to the editorial management of the *Teacher*. My co-laborers have quietly slipped out of harness, and left me to perform all those duties. It is simply impossible for me to take up their work, and carry it on successfully. For "I have neither the wit, words, nor worth" of the distinguished Principal of the Salem Normal School, nor the facility of acquiring information possessed by the Master of Franklin School, Boston. But I shall endeavor, as far as possible, to obtain for the *Teacher* such articles, and secure for it such intelligence, as will be useful and interesting to its readers. To this end, I ask the co-operation of teachers, and of all engaged in the work of education.

The contributing editors have promptly answered all demands made upon them, and will, I have no doubt, continue to do so. That, however, is not enough. The *Teacher* is the property and organ of the educators of Massachusetts. It is, or should be, the true representative of the educational sentiment of Massachusetts, and should indicate the direction of true progress. It has, therefore, the right to call upon all whose hearts are in educational work for active and cordial support.

In its behalf, then, and in behalf of the cause to which it is devoted, I appeal to you for such assistance as will enable it to manifest more truly the educational life of our State, as will make it a more useful coadjutor in the school-room, a more inspiring leader in the army of progress.

It is not simply your names upon its subscription-list I ask, though that is something. I want you to help make the *Massachusetts Teacher* an impersonation of what is best in all Massachusetts teachers. Send, therefore to enrich its pages, your wisest thoughts, your happiest methods, your valuable experiences; whatever helps you to rouse the sluggish, control the wayward, and reform the vicious; whatever



you discover of the laws of moral and intellectual development, — not only the best you do, but the best you see.

Think for one moment what the *Massachusetts Teacher* would be, had it the warm interest and effective service of all who are engaged in educational work. Shall it be this? It is for you to say. I invite you; more, I entreat you, to take this matter into serious consideration. It concerns you more than it concerns me; but it concerns the welfare of the rising generation and the future of the race most of all.

A few earnest men and women have expressed their willingness to act as contributing editors of the *Teacher* for the present year. I wish to have the list greatly extended; and, therefore, invite every *live* teacher in Massachusetts, every faithful laborer in the educational field, to consider himself or herself, a contributing editor of the *Massachusetts Teacher*. Send in your choicest gleanings, and every number shall be a sheaf of golden grain, an earnest of richer harvests.

EDITOR.

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#### REMOVAL.

The EDUCATIONAL EXCHANGE, and office of the *Massachusetts Teacher*, is now Room 18, Selwyn's Building, 366 Washington street; where teachers and all interested in the cause of education will be cordially welcomed.

The room is pleasant and commodious, and affords superior accommodations. The whole building is a model of convenience and neatness. As soon as the necessary arrangements are completed, the meetings for the discussion of educational topics will be resumed; to be attended, we trust, and participated in, by large numbers of ladies as well as of gentlemen.

The entrance from the street is through a broad arch-way. Upon reaching the wide folding-doors, turn either to the right or left, enter a narrower doorway, ascend two flights of stairs, walk the length of the passage-way, and Room 18 is before you.

WANTED. — Unbound volumes of the *Massachusetts Teacher* from 1848 to 1855 inclusive. *Two dollars* a volume will be paid, if in good condition. Address D. W. Jones, Boston Highlands.

BOUND VOLUMES. — Subscribers can have the volume for 1869 bound for *fifty cents*, by leaving the numbers at this office before the *fifteenth of February*.

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#### OBITUARY.

THE DEATH OF JOHN D. MARSTON, late master of the Franklin School, Somerville, which occurred suddenly November 4th, seems worthy of more than

a mere record, in a Teachers' Journal. I send you the following, thinking that the readers of the *Teacher*, to whom he was so favorably known, will be glad to see some recognition of the esteem in which he was held.

Mr. Marston was a native of Parsonsfield, Me. He commenced teaching at the early age of sixteen in Ossipee, N. H., and subsequently taught in several towns in Maine, pursuing at the same time the study of medicine, the idea of practising which, he finally abandoned for the profession to which his life was devoted.

Seventeen years ago he came to East Lexington, and took charge of the Grammar School there, where he remained three years. He afterwards taught six years in Brighton and five in Arlington. In March 1868, he was elected to the mastership of the Franklin School, Somerville.

As a teacher, he was successful in the highest and broadest sense; while the purity and excellence of his character were such as to secure more than an ordinary share of the confidence and esteem of those who knew him, and the warmest affection of such as enjoyed his friendship.

The cause of education has lost in him an able and judicious advocate, while our own profession is called to lament the untimely departure of one of its most conscientious, earnest and faithful workers.

At a meeting of the teachers of Somerville, held at the Prospect Hill school-house, Monday, November 8, the following resolutions were unanimously adopted:

Whereas, God, in his providence, has removed from our number, by death, John D. Marston, principal of the Franklin School, therefore,

*Resolved*, That in the death of Mr. Marston we lament the loss of an associate who has left us a noble example of a faithful, earnest, and successful teacher.

*Resolved*, That the parents and pupils of the Franklin School district have met a severe loss in the death of one who devoted all his power to the good of his school.

*Resolved*, That the town has lost a Christian man and valued citizen.

*Resolved*, That we extend to the family and relatives of our late associate our heartfelt sympathy in this time of their bereavement.

*Resolved*, That a copy of these resolutions be sent to his afflicted family.

W.

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#### INTELLIGENCE.

Mrs. ANNA C. SULLIVAN has been appointed Principal of the Training School to be established in Cambridge. Salary, \$1,000.

Miss EMMA F. MUNROE has been appointed assistant in the same school. Salary, \$800.

Mrs. ADELAIDE A. KEITH has been appointed assistant in the Shepard School; Miss ANNA W. ALEXANDER, in the Allston School; Miss EVA L. HOLBROOK, in the Putnam School; and Mrs. HELEN J. WARD, teacher in the Harvard Primary, Cambridge.

Mr. NATHAN W. LITTLEFIELD has been elected sub-master of the High School, Charlestown. Miss JOSIE F. CHASE has been elected teacher of Primary School No. 9, of the same city.

Miss LIZZIE C. WOOD of the Hillside School, Jamaica Plain, has accepted the position of master's assistant in the Mather School; Boston (Dorchester).

Miss JOSEPHINE C. AUSTIN, graduate of the Bridgewater Normal School, and Miss SARAH BLACKBURN have been appointed assistants in the Hillside School, Jamaica Plain.

Miss JENNIE LORD has been appointed master's assistant in the Mt. Vernon School, and Miss NELLIE MERRILL teacher in the Spring Street Primary, West Roxbury.

Mr. S. H. HASKELL, of Newtonville, a graduate of Bridgewater Normal School, has entered upon his duties as usher in the Dwight School, Boston.

Mr. WILLIAM B. ATWOOD, also a graduate of Bridgewater, has been elected sub-master of one of the Charlestown Grammar Schools.

Mr. N. S. KEAY, of the same school, succeeds Mr. Atwood at Milton Lower Mills.

Mr. WILLIAM E. McDONALD, of the East Abington High School, will take charge of the High School in Westport.

Rev. HENRY HAYMAN, B. D., a graduate of Oxford, will succeed Dr. Temple as head-master of Rugby School. Mr. Hayman is comparatively a young man. There were eight other candidates.

CAMBRIDGE. The school committee have instructed the superintendent of schools to ascertain whether corporal punishment in any form, especially by shaking and pinching, has been practised in any of the schools since the adoption of the rule abolishing such punishment.

NEWTON. This town has appropriated forty thousand dollars to rebuild the school-house at Newton Centre, lately destroyed by an incendiary. About fifty thousand dollars have been subscribed by the citizens to start a *Free Public Library*

WALTHAM. The dedication of the new High and Grammar School Houses took place Saturday afternoon, December 4th, in the large hall of the latter building. This structure is situated on the corner of Lexington and School streets, is of wood, two stories high, surmounted by a Mansard roof, is ninety-three feet long and sixty-one feet in width. The first and second stories are beautifully finished in brown ash, and are divided into eight school-rooms, capable of accommodating four hundred pupils; the upper or attic story, which is fifteen feet high, is finished in a very superior manner, and will be used for an exhibition room, and also for town purposes. It will conveniently accommodate seven hundred persons. The workmanship of every description, inside and out, is of the best.

The High School is situated on School street, only a short distance from the

Grammar. The building is of the same general character as the other, although the inside trimmings are of a more elaborate description. This building will not be entirely finished for another week, although it was deemed appropriate to dedicate both at the same time. Each of these structures has been furnished with a first-class Chickering piano-forte.

The services of the dedication began shortly after two o'clock, Mr. J. R. Scott presiding. After the singing of a hymn by the scholars of both schools together, a prayer was offered by Rev. Thomas F. Fales. Introductory remarks were made by Mr. Daniel French, on behalf of the building committee, and brief addresses by the Rev. L. P. Frost, the Rev. Daniel E. Chapin, the Rev. E. E. Strong, Mr. Josiah Rutter, the Rev. Dr. Thomas Hill, and Mr. F. M. Stone. After the singing of another hymn by the scholars, David H. Mason, Esq., of Newton, member of the Board of Education, made a long and interesting address, much of it being taken up with a retrospective view of past times, even going back to the primitive ages. Speaking of the present prosperity of Massachusetts, he said there were five thousand schools in the State, and eight thousand teachers; there are 270,000 children in process of education, and 30,000 graduating every year. About three millions had been appropriated during the year for schools and apparatus, and one and a half million besides had been spent by the city of Boston alone for the same purpose. After Mr. Mason had concluded, the ceremony of presenting the keys was performed, — Isaac F. Scott, chairman of the building committee, in a few appropriate remarks delivering them to the Rev. Dr. Hill, who received them on behalf of the School Committee, and presented them to the principal of the Grammar School, Mr. William E. Sheldon. After receiving them, Mr. Sheldon delivered a very appropriate address to the company. He was followed by the Rev. James C. Parsons, principal of the High School. The exercises were then closed by the singing of an original hymn by the scholars. — *Boston Daily Advertiser*.

WORCESTER. — The regular monthly meeting of the Worcester Teachers' Association for December was held on Saturday afternoon, at the High School building, Mr. Geo. A. Adams presiding.

About seventy-five teachers were present, all of whom manifested a lively interest in the object of the meeting, and especially in several matters presented by Mr. Marble, the superintendent.

Miss M. S. Fitch, of the Salem street Grammar school, illustrated her method of teaching drawing by a class of thirteen scholars, whose hands moved promptly and uniformly to the counting of their teacher, leaving lines upon the black-board which evinced a good degree of skill, considering the limited time they have been in training. Teacher and class received a hearty vote of thanks. The teaching of drawing in the Worcester schools was initiated last summer, when Miss Dyer, of Boston, a teacher highly accomplished in the art, visited the various schools and gave model lessons, and also gave special instruction to teachers on Wednesday afternoons.

The question in relation to the number of studies in the schools being too many was discussed with considerable interest by Mr. C. C. Foster of Lamar-tine street, followed by Messrs. Comins, Harrington and Marble. It was argued



that more mental labor is required of many scholars than they have physical strength to perform. Teachers expect their pupils to be as far advanced at twelve years of age as they themselves were at twenty. There was no necessity for this. Children would grow up to be useful and happy if they were not prodigies. Many come out of school enfeebled in body and unfitted for life's duties. It was better that the young man at twenty should be barely able to count his money, and reckon up his grocer's bill, and be robust, than that he should be a prodigy of learning at fifteen, and *die* at twenty.

The average age of scholars in the High School in Worcester is sixteen, and in the first grade of Grammar Schools fourteen. In the former school, scholars are pursuing three languages, and attending to two other branches of study also. It was intimated by the superintendent that the number of daily recitations is usually but three, and that some of the cases of loss of health might be explained by a careful inquiry into the pupils' habits of life; and broad hints were given in regard to evening parties, unwholesome diet, fashionable dressing, etc.

Several teachers of long experience in the city's service took part in the discussion, which assumed something of a conversational form, and although a few thought there were neither too large a number of studies nor too great an amount of study, the general conclusion was, that in nearly every school there are children whose parents would do well to look quite as closely to their physical development as to the accomplishment of the prescribed course of study in any given length of time. — *Worcester Gazette*.

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A GOOD APPOINTMENT. — Mr. Thornton, the British minister at Washington, has been some months looking for a good mining engineer in this country, to be employed by the British government in surveying the petroleum regions of India, and to make borings there similar to the Pennsylvania oil wells. On the recommendation of Prof. Henry, Mr. Thornton has appointed Mr. Benjamin S. Lyman, of Philadelphia, formerly of Northampton, who will sail at once for India, by way of Europe, to be absent a year, at least, and perhaps two years. The oil regions of India are widely scattered, in Burmah, Siam, the Punjaub, and probably elsewhere, and the winter is the only good time for the work which Mr. Lyman has undertaken. He is one of the best mining engineers in America; is a graduate of Harvard College in the same class with his kinsman Theodore Lyman; and has since studied in the Frieberg mining school, and the *Ecole des Mines* at Paris, as well as had much practical experience in all parts of the United States and in Nova Scotia. The Indian government could not well have made a better selection, and we trust they will find out from Mr. Lyman that their petroleum can be brought into the market, and prove a profitable product. — *Springfield Republican*.

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PSEUDONYMES. — Mr. Dole, in his "Catalogue of the Skowhegan Library," gives the following list of the pseudonyms of native and foreign authors, and names changed by marriage.

*American:* Bill Arp, Charles H. Smith; Samuel A. Bard, Ephraim G. Squier; Walter Barrett, Joseph A. Scoville; Benauly, Benjamin Austin and Lyman Abbott, jointly; Carl Benson, Charles Astor Bristed; Cantell A. Bigly (Can tell a big lie), George W. Peck; Josh Billings, Henry W. Shaw; Dunn Browne, Rev. Samuel Fiske; Paul Creyton, J. T. Trowbridge; Shirley Dare, Miss Susan Dunning; Q. K. Philander Doesticks, Mortimer Thomson; Fat Contributor, A. M. Griswold; Major Jack Downing, Zeba Smith; Fleeta, Kate W. Hamilton; Frank Forester, H. W. Herbert; Mrs. Gilman, Mr. — Ballou; Howard Glyndon, Miss Laura C. Redden; Barry Gray, R. B. Coffin; Grace Greenwood, Mrs. Sarah J. C. Lippincott; Harry Gringo, Lt. Henry A. Wise, U. S. N.; Gail Hamilton, Miss Mary Abigail Dodge; Marion Harland, Mrs. M. V. Terhune; Jennie June, Mrs. Jennie C. Croly; Orpheus C. Kerr (Office Seeker), R. H. Newell; Edmund Kirke, J. R. Gilmore; Sut Lovengood, Captain G. Harris; Helen Mar, Mrs. D. M. F. Walker; Ik Marvel, Donald G. Mitchell; Sophie May, Miss R. S. Clarke; Minnie Myrtle, Miss Anna L. Johnson; Petroleum Vesuvius Nasby, D. R. Locke; Dr. Oldham, of Greystones, Caleb S. Henry, LL. D.; Oliver Optic, Wm. T. Adams; Miles O'Reilly, Col. Chas. G. Halpine; Mrs. Partington, B. P. Shillaber; Florence Percy, Mrs. Akers; John Phoenix, Captain Geo. H. Derby, U. S. A.; Porte-Crayon, Gen. D. P. Strother; L. Pylodet (anagram), F. Leypoldt; Seeley Regester, Mrs. O. J. Victor; Job Sass, Mr. — Foxcroft; De Kay Se (author of "Cane-tuckey"), Charles D. Kirk; Ethan Spike, Matthew F. Whittier; Talvi, Mrs. E. Robinson (Therese A. L. Von Jakob); Timothy Titcomb, Josiah G. Holland, M. D.; Trusta (anagram), Miss Elizabeth Stuart Phelps; Mark Twain, Samuel L. Clemens; A Veteran Observer, E. D. Mansfield; Artemus Ward, Charles F. Browne; Blythe White, Jr., Solon Robinson.

*Foreign:* A. L. O. E. (A Lady of England), Miss Charlotte Tucker; Cuthbert Bede, Rev. Edward Bradley; E. Berger, Miss Elizabeth Sheppard; Bon Gaultier, Prof. W. E. Aytoun and Theodore Martin; Country Parson, "A. K. H. B.," Rev. A. K. H. Boyd; George Eliot, Mrs. Marian J. (Evans) Lewes; Holme Lee, Mrs. Harriet Parr; Mrs. Markham, Mrs. Elizabeth Penrose; Owen Meredith, Hon. Edward R. B. Lytton; Louise M. Hlbach, Mrs. Clara Mundt Nimrod, Charles J. Apperley; Old Humphrey, George Mogridge; George Sand, Amantine Lucile Aureore (Dupin Dudevant); January Searle, Geo. S. Phillips; Arthur Sketchley, Geo. Rose; Samuel Slick, Judge Thomas C. Haliburton; Stonehenge, John H. Walsh; Zadkiel, Lieut. Richard J. Morrison.

*Names changed by marriage:* Charlotte Bronte, Mrs. Nicholls; Augusta J. Evans, Mrs. Wilson. Marian J. Evans, Mrs. G. H. Lewes; Caroline Fry, Mrs. Wilson; Dinah Muloch, Mrs. Craik; Harriet J. Prescott, Mrs. R. G. Spofford.

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IMPORTS.—The following statement issued by General Walker, Chief of the Bureau of Statistics, shows the aggregate value of imports into each customs district of the United States during the fiscal year ended June 30, 1869:

*Gold value at foreign places of export.*

Alexandria, Va.....	\$8,532	Newark, N. J.....	\$7,711
Aroostook, Me.....	13,736	New Bedford, Mass.....	123,972
Alaska.....	21,709	Newburyport.....	134,126
Baltimore, Md.....	15,863,032	New Haven, Conn.....	702,766
Bangor, Me.....	250,099	New London.....	125,387
Bath.....	29,351	New Orleans, La.....	11,414,893
Belfast.....	38,515	Newport, R. I.....	39,492
Boston and Charlestown..	44,636,967	Niagara, N. Y.....	3,292,668
Brazos de Santiago, Texas	1,246,618	New York.....	295,117,682
Bristol and Warren, R. I.	48,878	Norfolk & Portsmouth, Va.	205,591
Brunswick, Ga.....	97,561	Oswegatchie, N. Y.....	1,298,336
Buffalo Creek, N. Y.....	2,820,628	Oswego.....	6,591,223
Cape Vincent, N. Y.....	501,163	Oregon, Ore.....	332,805
Castine, Me.....	6,773	Pamlico, N. C.....	7,538
Champlain, N. Y.....	1,460,787	Passamaquoddy, Me.....	595,917
Charleston, S. C.....	401,244	Passe del Norte, Texas...	205,509
Chicago, Ill.....	423,889	Pensacola, Fla.....	3,180
Corpus Christi, Texas...	406,012	Perth Amboy, N. J.....	26,685
Cuyahoga, O.....	422,360	Petersburg, Va.....	4,402
Delaware, Del.....	8,155	Philadelphia.....	15,967,556
Detroit, Mich.....	737,736	Plymouth, Mass.....	1,512
Dunkirk, N. Y.....	14,590	Providence, R. I.....	312,781
Erie, Pa.....	61,935	Portland & Falmouth, Me.	2,923,216
Fairfield, Conn.....	19,507	Portsmouth, N. H.....	9,755
Fall River, Mass.....	129,228	Puget Sound, W. T.....	70,883
Fernandina, Fla.....	274	Richmond, Va.....	41,214
Frenchman's Bay, Me...	154	Salem and Beverly, Mass.	270,764
Georgetown, D. C.....	7,417	Saluria, Texas.....	124,878
Georgetown, S. C.....	1,743	Sandusky, O.....	28,562
Genesee, N. Y.....	401,939	San Francisco, Cal.....	18,088,901
Gloucester, Mass.....	72,118	Savannah, Ga.....	748,977
Huron, Mich.....	808,610	St. John's, Fla.....	9,661
Key West, Fla.....	81,514	Stonington, Conn.....	1,211
Machias, Me.....	2,551	Superior, Mich.....	18,544
Marblehead, Mass.....	6,340	Texas, Tex.....	266,517
Miami, O.....	664,232	Vermont, Vt.....	5,832,205
Michigan, Mich.....	978	Waldoboro', Me.....	1,045
Milwaukee, Wis.....	100,401	Wilmington, N. C.....	53,818
Minnesota, Minn.....	76,509	Wiscasset, Me.....	88
Mobile, Ala.....	413,437		
Nantucket, Mass.....	675	Total imports by districts,	\$437,309,868

## BOOK NOTICES.

**A PHYSICIAN'S PROBLEMS.** — By Charles Elam, M. D., M. R. C. P. Boston: Fields, Osgood & Co.

A book of more than ordinary interest. It deals with those great questions which relate to man's interior organization, his moral and intellectual predispositions. All its conclusions may not be accepted, but they are worthy of earnest consideration. To the wise educator of the race, they supply motive, and give a truer conception of the work to be accomplished.

The subjects of the various chapters are as follows: Natural Heritage, On Degenerations in Man, On Moral and Criminal Epidemics, Body v. Mind, Illusions and Hallucinations, On Somnambulism, and Revery and Abstraction.

**THE STORY OF A BAD BOY.** By Thomas Bailey Aldrich. Boston: Fields, Osgood & Co.

The readers of *Our Young Folks* have been delighted with this story, and have fallen in love with the "bad boy," who was not a bad boy after all, but a "first-rate fellow," as one of them assures us. It is a natural, healthful story of a real boy, and finely told. It has had thousands of readers, and in its present shape will have thousands more.

**MIRTHFULNESS AND ITS EXCITERS ; or Rational Laughter and its Promoters,** By. Rev. B. F. Clark. Boston: Lee and Shepard.

Mr. Clark has been for thirty years pastor of the Congregational church in North Chelmsford. It is evident his whole attention has not been absorbed in theology. He can laugh himself, and he believes in helping others to a good laugh. He says he has enjoyed preparing the book, and shall enjoy still more from it, if it only sells rapidly enough to give him a good income. May he have that enjoyment. His book will do good wherever it goes. We would suggest if he can only get hold of the good stories floating about in regard to teachers, he might add a new chapter to the next edition.

**THE B. O. W. C.** By the author of the Dodge Club. Boston: Lee & Shepard.

Another book for boys. The mysterious letters denote, "The Brethren of the Order of the White Cross." The history of the Order and their remarkable experiences are detailed in that humorous and effective manner peculiar to the author of "The Dodge Club." Boys will like it.

**SABBATH SONGS FOR CHILDREN'S WORSHIP.** By Leonard Marshall, J. C. Proctor, and Samuel Burnham. Boston: Lee and Shepard.

This book has been prepared by gentlemen of musical ability, who have had large experience in Sabbath Schools. They seem to have displayed good judgment in the selection of tunes and poetry. "The Suggestive Exercises for Sunday School Concerts" are a new feature in a work of this kind.

**SONGS OF GLADNESS FOR THE SABBATH SCHOOL.** By J. E. Gould. Philadelphia: J. C. Carrigues & Co.

Excellent taste has also been displayed in this collection, both in the selection of music and appropriate words. It contains nearly six hundred hymns and tunes, and has been arranged to meet the wants of the various religious denominations.

**HAYDN'S DICTIONARY OF DATES.** Edited by Benjamin Vincent. Revised for the use of American Readers. New York: Harper & Brothers.

This work first appeared in 1841. In 1866, a new edition, thoroughly revised by Benjamin Vincent, Assistant Secretary and Keeper of the Library of the Royal Institution of Great Britain, was issued. Later additions and corrections were added at the end of the volume. The work has now passed through the hands of competent American editors, who have incorporated these additions into the body of the work, and also much new matter, continuing its chronology to the present time.



The present edition of the work is therefore the fullest and most complete that has appeared. It is exceedingly valuable to the student, and should have a place among the reference books in our High and Grammar schools.

**THE ODES AND EPODES OF HORACE.** A metrical translation into English, with Introduction and Commentaries. With Latin text from the editions of Orelli, Macleane, and Yonge. By Lord Lytton. New York: Harper & Brothers.

Aside from the interest attaching to the mere metrical translation of these odes, which interest is by no means small, this work will be sought by classical teachers and scholars for the historical information and critical observations it gives in regard to them. The lovers of Horace will not be disappointed in its keen appreciation of their author's charms. As a specimen of translation, we give the first stanza of Ode IX. Book I. *Vides ut alta stet nive candidum*, etc.

See how white in the deep-fallen snow stands Soracte!  
 Laboring forests no longer can bear up their burden;  
 And the rush of the rivers is locked,  
 Halting mute in the grip of the frost.

**OLD TESTAMENT SHADOWS OF NEW TESTAMENT TRUTHS.** By Lyman Abbott. With designs by Doré, Delaroche, Durham, and Parsons. New York: Harper & Brothers.

The Old Dispensation foreshadowed the New. A spiritual meaning underlies its historic events. In these days of material progress and scientific discovery, there is but little searching for "the deep things of God." Whatever leads us into the spiritual meaning of things is therefore to be welcomed. This is a very handsome volume, and will ornament the centre-table as well as gladden the heart.

**WILD SPORTS OF THE WORLD.** By James Greenwood. New York: Harper & Brothers.

An account of the strongest and fiercest animals, and modes of hunting them. "Wild sports" indeed! Exciting scenes and perilous adventure! It is a very enticing book, with its one hundred and forty-seven illustrations, and is as good as a menagerie. It affords much accurate information in regard to the animal world.

**LOST IN THE JUNGLE.** Narrated for Young People. By Paul Du Chaillu. New York: Harper & Brothers.

Those who have been in the "Gorilla Country" with Paul du Chaillu, or have enjoyed with him "Wild Sports under the Equator," will be ready to undertake this new journey into the African jungles. We do not wonder at the avidity with which his books are read.

**HENRY ESMOND, AND LOVEL THE WIDOWER.** By William Makepeace Thackeray. With illustrations by the author.

**COUNTESS GISELA.** By E. Marlitt. Translated from the German by A. Nahmer.

**THE CLOISTER AND THE HEARTH; or Maid, Wife, and Widow.** By Charles Reade.

**BOUND TO JOHN COMPANY;** or *Adventures and Misadventures of Robert Ainsleigh.* With illustrations.

The above, in cheap form, are published by the Harpers, and can be obtained of A. Williams & Co., at the "Old Corner Bookstore."

**THE WONDERS OF POMPEII.** By Marc Monnier. Translated from the original French. New York: Charles Scribner & Co.

This volume is a valuable addition to the Illustrated Library of Wonders. It gives an account of Pompeii, its history, destruction, and exhumation, and a full description of its present condition. Twenty full page illustrations impart interest and value to the book. This is one of a class of books which young people and old too, can read with pleasure and profit.

**RAMESES THE GREAT;** or, *EGYPT 3000 YEARS AGO.* Translated from the French of F. De Lanoye. New York. Charles Scribner & Co.

This volume is a fit companion to the preceding. It is well illustrated with thirty-nine wood cuts.

**SMITHSONIAN REPORT FOR 1868.**

An exceedingly valuable document, containing the Report of the Secretary, the Journal of Proceedings of the Board of Regents, Meteorological Observations, Memoir of Cuvier, Memoir of Oersted, Memoir of Encke, Memoir of Eaton Hodgkinson, Recent Progress in Relation to the Theory of Heat, Principles of the Mechanical Theory of Heat, Radiation, Experiments Relative to Meteorites, Anthropological Society of Paris, etc., etc.

**THE OLD FRANKLIN ALMANAC,** published by A. Winch, Philadelphia, has a very good summary of events, American and foreign, from November 1868, to November 1869; also American and foreign necrology, and other useful information.

#### MAGAZINES.

**THE ATLANTIC MONTHLY** has become an established institution. So much confidence has the reading public in its publishers that there is little need of the assurance that their arrangements for the present year are on as liberal scales as heretofore. **BAYARD TAYLOR** will contribute a novel, entitled "Joseph and his Friend," a Pennsylvania story. **Dr. I. I. Hayes** will furnish a series of sketches, "Under the Midnight Sun." **GEN. F. A. WALKER** will treat of "Finances, Tariffs, etc.;" and **SIDNEY ANDREWS** give his impressions of **JOHN CHINAMAN**. Its old corps of well-known writers will also continue their contributions. Boston: Fields, Osgood & Co. *Four dollars per annum.*

**THE GALAXY** has steadily increased in reputation and circulation since it has been in the hands of its present publishers. Many of its articles have been especially valuable to teachers, and all interesting and instructive. During the present year, **Mrs. Edwards** will contribute a new story; **Anthony Trollope**, a series of "Editor's Tales;" **Parke Godwin**, a series of articles on historical subjects; **Richard Grant White**, a series of critical and social essays; a late Eccle-

siastic of the Roman Catholic Church, personal recollections of the interior life of Rome; and Drs. J. C. Dalton, and J. C. Draper, scientific articles. A new feature will be a comprehensive review of the literature of the world. New York: Sheldon & Co. *Four dollars per annum.*

LIPPINCOTT'S MAGAZINE is always a welcome visitor. It has a very attractive appearance, and is not wanting in literary qualities and general interest. Liberal arrangements have been made for the new year. Its contents will embrace a serial novel, tales, sketches of travel and adventure, essays, poems, papers on popular topics of the day, and miscellanies by the ablest writers. Its illustrations will make it still more attractive. Philadelphia: J. B. Lippincott & Co. *Four dollars per annum.*

HARPER'S MONTHLY MAGAZINE has an immense circulation, and deserves it. It not only entertains but wisely instructs. Some of its scientific articles, during the past year, so clearly and finely illustrated, have been worth more than the year's subscription. It gives the best lessons in Geography, History, Natural History, and the like, besides its many good stories. The editor discourses profoundly from his Easy Chair, tells us in his Literary, Scientific, and Historical Records about all it is worth while to know, then gives us a peep into his wonderful Drawer, and dismisses us in the best possible humor. New York, Harper & Brothers. *Four dollars per annum.*

THE HERALD OF HEALTH and Journal of Physical Culture is an old friend and has done much good service. It has an excellent list of contributors, and commences the new year under very favorable auspices. New York: Wood & Holbrook. *Two dollars per annum.*

GOOD HEALTH has not yet completed its first year, but it has lived long enough to gain a host of friends. Its attractive appearance, and its valuable articles upon hygienic and sanitary subjects have given it a good start in life, and promise well for the future. Its aim: "The improvement in human health,—the lengthening out of human life." Boston: Alexander Moore. *Two dollars per annum.*

DEMOREST'S ILLUSTRATED MONTHLY and Mme. Demorest's Mirror of Fashions. A Parlor Magazine. This seems designed particularly for the ladies. It gives much entertaining reading, some music, the prevailing styles of dress, and describes all the pretty things with which ladies adorn themselves. New York: W. Jennings Demorest. *Three dollars per annum.*

WOOD'S HOUSEHOLD MAGAZINE, devoted to Knowledge, Virtue, and Temperance, with its departments for young men, young women, children, parents, etc., affords much useful reading and exerts a healthful influence. Newburgh, N. Y.: S. S. Wood. *One dollar per annum.*

HITCHCOCK'S NEW MONTHLY MAGAZINE. Choice Music, Art Notes, and Select Reading for the Family Circle. Exceedingly well printed and illustrated. The number before us has eight pages of good music. New York, Benjamin W. Hitchcock. *Three dollars per annum.*

**HARPER'S WEEKLY** is an illustrated record of, and commentary upon the events of the times. It is printed upon a better quality of paper than most periodicals, and is handsomely and profusely illustrated. It is a most welcome visitor in every household, as it brings enjoyment to all. It treats upon all topics of interest. Subscription price, *Four dollars*.

**HARPER'S BAZAR** has the merits of all the Harpers' publications, that of being well edited and illustrated, and the best thing of its kind. It is especially devoted to home life; gives the latest fashions in dress and ornament, amusements, essays, stories, poems, and whatever will make its pages attractive and instructive. Subscription price, *Four dollars*.

**THE INDEPENDENT.** This widely circulated journal reached its majority December 2. Its issue of that date was a highly illustrated triple sheet, a regular jubilee number. Its success has been unprecedented among religious publications, and it is now the leading journal of its kind in America. Its publisher is determined it shall maintain the position it has so nobly won. Its list of contributors cannot be excelled, and its range of topics is very wide. The first issue of every month will hereafter be a splendidly illustrated triple sheet. New York: Henry C. Bowen. Terms, \$2.50 per annum.

**THE SCIENTIFIC AMERICAN**, a Weekly Journal of Practical Information, Art, Science, Mechanics, Chemistry, and Manufactures, employs the best writers upon these subjects, and gives illustrated articles of great practical utility. New York: Munn & Co. Terms. *Three dollars* per annum.

**BRAINARD'S MUSICAL WORLD** is a monthly published at Cleveland, O, at the low price of *one dollar* per annum. Each number contains several pages of interesting reading and several pages of new music.

**THE NATIONAL SUNDAY SCHOOL TEACHER**, published at Chicago, by Adams, Blackmer and Lyon, at \$1.50 per annum, has a large circulation, and is really an excellent publication.

**THE NEW WORLD**, a Weekly Journal of entertaining Literature, Politics, and News, has just made its appearance. It is in quarto form, and contains sixteen pages. It makes a good impression. New York: Albion Office. Terms, \$4.50 per annum.

**THE METHODIST** is a valuable weekly of eight pages, published at New York at \$2.50 per annum.

**BOSTON JOURNAL OF CHEMISTRY.** Edited by James R. Nichols, M. D. Published the first of each month at 150 Congress st., at *fifty cents* per annum. We never have seen a number that was not worth the whole subscription price.

**EVERY SATURDAY** comes to us in a new and enlarged form. Preserving its former literary characteristics, it will henceforth be a first-class illustrated journal. A little less convenient than in the old form, it will be more attractive, and give a larger variety of entertaining matter. *Every Saturday* has always satisfied its readers; but its publishers, it seems, in their generosity are determined to



do more than satisfy them. Boston: Fields, Osgood & Co. Terms: *five dollars per annum.*

## MAGAZINES FOR THE YOUNG.

OUR YOUNG FOLKS enters upon its sixth year, and is, of course, more vigorous than ever. The boys had the serial story last year; but Mrs. A. D. T. Whitney writes this year, "We Girls: a Story of Home Life." The boys, however, may read it. Dr. Hayes, Col. Higginson, Carlton, Mrs. Agassiz, Mr. T. B. Aldrich, Mrs. Diaz, Mr. James Parton, Mr. Trowbridge, and Rev. E. E. Hale will write for this magazine, — a list of contributors of which any journal might be proud. It will also contain an interesting series of papers on Pompeii.

This magazine has been largely used by teachers in some localities as a supplementary reading-book in their schools. It gives new zest to school exercises, and affords the best kind of practice. More will sometimes be learnt from one considerate reading of a magazine article than from days plodding through the pages of a text-book.

Boston: Fields, Osgood & Co. Terms, *two dollars per annum.*

THE RIVERSIDE MAGAZINE, judging from the January number, means to be more attractive than ever, aiming, we presume, to outdo itself. Its fine engravings, humorous illustrations, and handsome typography can hardly be surpassed by any journal. It will contain Hans Andersen's new stories; a series of stories by *Vieux Moustache*, Mrs. Weeks, Frank R. Stockton, and others; the Building of a Railroad by Jacob Abbott; Anne Silversnail's Little Artists; Natural History and Science; Indian Club and other Gymnastic Exercises; Mother Goose's Melodies set to Music; Drolleries, and contributions from many noted authors. The monthly calendar with its artistic and suggestive border is a very valuable feature.

New York: Hurd & Houghton. Terms, \$2.50 per annum.

OLIVER OPTIC'S MAGAZINE, Our Boys and Girls, a success from the start, has steadily increased in favor. It is a weekly visitor; but the boys think it cannot come too often. With the first number for 1870 commences the last story of the Lake Shore series, *Bear and Forbear*. In the April number will commence the Onward and Upward series. Other stories by popular writers will also appear, with Historical Sketches, Natural History, and instructive articles upon various topics. The original dialogues, and marked declamations are a distinguishing feature of this magazine, and render it especially valuable for school purposes. It is in the hands of enterprising publishers, who are determined that it shall be adapted to the wants of all our boys and girls.

Boston: Lee & Shepard. Terms, \$2.50 per annum.

THE SCHOOLMATE, an illustrated Monthly for Boys and Girls, commences its twenty-fifth volume. It bears its age remarkably well, and is certainly handsomer than ever. It has some of the best story writers at work for its pages; among them, Horatio Alger, Jr., Mrs. Jane G. Austin, Jane Kingsford, and O. Augusta Cheney. E. C. F. has a very interesting article in the January number

on *Paper Bags*, and Paul North gives the boys and girls some excellent *Hints and Helps*. Original dialogues and marked declamations are also a feature. This old friend of the boys and girls does not mean to be displaced. Boston: Joseph H. Allen. Terms, \$1.50.

**THE NURSERY.** A Monthly Magazine for Youngest Children. This is our favorite. It is the best thing ever accomplished in this direction. How it quickens the little minds, and gladdens the little hearts! Send it into every family where there are young children, Mr. Shorey, and let your bill accompany it. Nobody will refuse to pay. Boston: John L. Shorey. Terms, \$1.50 per annum.

**DEMOREST'S YOUNG AMERICA.** The January number is very attractive. A handsome chromo picture of the Mocking Bird accompanies it as a supplement. It contains a piece of music, poetry, good stories, a French lesson, puzzles, numerous illustrations, eight of which are a picture story, for the best version of which a prize is offered. New York: W. Jennings Demorest. Terms, \$1.50 per annum.

**THE LITTLE CORPORAL** is a true soldier, and does so much active service that he must have a new uniform every year. He never looked so well as now, never so determined to live up to his motto, "*Fighting against wrong, and for the good, the true, and the beautiful.*" Boys and girls need not be afraid to enlist. Chicago: Alfred L. Sewell & Co. Terms, *one dollar* a year.

**THE LITTLE CORPORAL'S SCHOOL FESTIVAL**, containing dialogues, pieces for recitation, tableaux, charades, etc. A good thing. Issued quarterly at *fifty cents* a year; single number, *fifteen cents*.

**THE LITTLE CHIEF**, edited by Laura Spring, a sprightly writer for children, comes to us from Indiana. His motto is, "*Onward and Upward.*" We hope he will gather a large army of followers, for he is a worthy leader. Indianapolis: A. C. Shortridge. Terms, *seventy-five cents* a year.

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#### TO OUR READERS.

The delay attending the issue of this number of the *Teacher* has arisen from causes beyond our control. We intended it should make its appearance, with a "Happy New Year" to you all, as promptly as the New Year itself. But we were not "master of the situation." We shall do all that lies in our power to give you future numbers on the first of each month.

Correspondents will please send in their communications by the *tenth* of the month preceding that of publication.